

# THE GAME AS A WAY TO DIAGNOSE AND EVALUATE THE SUBJECT RESULTS IN THE LESSONS OF RUSSIAN AS A FOREIGN LANGUAGE IN 5TH GRADE AT THE UZBEK SCHOOL

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**Annotation.** The main attention is paid to the justification of the choice of gaming methods, the classification of types of games, as well as the analysis of psychological and pedagogical aspects of the influence of gaming activities on motivation and learning outcomes. The paper presents examples of the successful use of game forms in the educational process, as well as methods for evaluating the effectiveness of such approaches.

**Keywords:** Russian as a foreign language, game technologies, didactic game, foreign languages, knowledge control and assessment.

# ИГРА КАК СПОСОБ ДИАГНОСТИКИ И ОЦЕНКИ ПРЕДМЕТНЫХ РЕЗУЛЬТАТОВ НА УРОКАХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В 5 КЛАССЕ В УЗБЕКСКОЙ ШКОЛЕ

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**Аннотация.** Основное внимание уделено обоснованию выбора игровых методов, классификации типов игр, а также анализу психолого-педагогических аспектов влияния игровой деятельности на мотивацию и учебные результаты. В работе представлены примеры успешного использования игровых форм в образовательном процессе, а также предложены методы оценки эффективности таких подходов.

**Ключевые слова:** русский язык как иностранный, игровые технологии, дидактическая игра, инофоны, контроль и оценка знаний.

The problems of learning foreign languages always remain relevant in educational practice. In the conditions of modern school, the search for effective methods of diagnosis and control of knowledge that contribute to increasing motivation for learning and the development of independence and creative thinking in schoolchildren is of particular importance aimed at the development of cognitive interest and the formation of cognitive skills of students [2, p.

154]. Didactic game is defined as a method of teaching, in the process of which educational tasks are solved in a game situation [1, p. 47].

An important contribution to the study of the didactic nature of game technologies in the field of teaching foreign languages was made by the scientific works of E.I. Passov, P.I. Pidkasisty, L.S. Kryuchkova, L.N. Fedotova and other scientists. Thus, the analysis of the classifications of educational games for non-native speakers indicates the ambiguity of the existing ideas about their typology in the scientific literature, in some scientific works the types of games are considered depending on the section of the Russian language being studied, in others – in connection with the competence being formed. Within the framework of our study, the most appropriate classification seems to be presented in the article "The use of game technologies in the organization of the educational process of teaching Russian as a foreign language" by a team of authors, so they distinguish the following types of didactic games: 1) by form (exercise, competition, journey); 2) by the number of participants (pairs, groups, collective); 3) by the presence of a plot (role-playing, non-role); 4) from the point of view of language levels (phonetic, lexical, grammatical); 5) communicative; 6) with the involvement of didactic material (subjects, linguoculturological material, audio and video material, board games) [3, p. 3].

Game technologies contribute to the active involvement of children in the educational process, transforming it from a boring activity into an exciting game. This is especially important when teaching Russian as a foreign language, since it is necessary not only to ensure the development of grammatical structures and vocabulary, but also the development of communication skills, as well as the ability to freely and correctly express one's thoughts in Russian. It becomes important to use didactic games in Russian as a foreign language to assess knowledge, which is a key element of the educational process. Many schoolchildren experience stress during the test of knowledge, so it is proposed to make this process more exciting, which will help not only to assess the level of knowledge, but also to increase interest in the subject, as well as develop creativity. The use of didactic games in the learning process at the stage of knowledge control in Russian as a foreign language opens up new horizons for improving communication skills in Russian, activates the psychological and linguistic resources of children, contributes to the systematization of the studied material, increases interest in classes and strengthens positive motivation for learning. which makes it a universal tool for pedagogical practice. This approach not only makes the learning process more interesting and attractive, but also allows you to more accurately assess the assimilation of educational material and the personal achievements of each student.

In this regard, within the framework of our study, game tasks have been developed that are adapted to the conditions of teaching Russian as a foreign language. The didactic game material presented below was developed and tested in the 5th grade of an Uzbek school as part of the control and assessment of knowledge on the topic "Russian life. Traditions". Let's consider the methods and results of the implementation of some of them.

As a test of knowledge, students are offered a puzzle game "Decoration of a Russian hut". Students are divided into teams and receive two types of puzzles: the first depicts household items (towel, samovar, krynka, grip, etc.), the second - a description of their purpose (a metal vessel for boiling water, a clay vessel for storing milk, an iron tool with which heavy cast irons and pots are placed in the oven and taken out, etc.). The task of the students is to correctly assemble all the elements according to their household purpose. It is important to note that all groups of participants coped with this task, with a difference in the time of completion,

in connection with this criterion, the distribution of points between students was carried out. The didactic game allows you to assess the manifestation of initiative in the performance of tasks, the compliance of answers with the conditions of the task, flexibility in the application of the knowledge gained and the level of mastery of the material.

At the next stage, the game "Assemble a Russian hut" was held. Each student receives a drawing of an empty Russian hut and a set of pictures depicting various elements of the hut's decoration: a stove, benches, chests, floors, icons, tuesok, poker, grip, etc. The task was of the nature of individual work, in this regard, some students had difficulties. 95% of the students successfully coped with this task, the difficulties were caused by the decoration of the red corner with icons, the location of which is always southeast, diagonally from the stove. It is also important to note that each student could get additional points by explaining the meaning of each element of the hut, as well as the ways of their arrangement, using speech constructions of a locative nature: to the right of..., located on..., located at.... Thus, this task allows you to assess the correctness of the phonetic reproduction of words, phrases, the correct use of grammatical structures, and communication skills.

In the next game "Master of Cases", students were offered cards with incomplete sentences about household items, which had to be used appropriately in the correct case: on a wooden table there is ... with milk; cast iron must be taken out of the stove ... so as not to get burned; In the evening, the hosts will drink tea with honey from a large copper ... In addition, the teacher indicates words for reference on the blackboard: samovar, uhvat, uhvat, etc. The quality of this task was 84%. The largest number of errors was observed in the execution of the first sentence, in which the word "krynka" was defined by some students as a form of the accusative case, without paying attention to the syntactic role of the subject of this word in the sentence. As part of this task, compliance with grammatical and orthographic norms of the Russian language was assessed.

Thus, the choice of game methods for diagnosing and analyzing the results of learning in Russian language lessons in the fifth grade of Uzbek schools has an important methodological justification. The use of games in the educational process contributes to a deeper assimilation of the material, the development of communication and team skills, and also increases the motivation of students to learn. Game techniques create a trusting and understanding atmosphere in the classroom, which allows you to more accurately assess the knowledge and skills of each student. Moreover, game forms help to create a comfortable emotional background, reducing anxiety before control activities and contributing to the formation of positive self-esteem in children. It should also be emphasized that game diagnostics can be used both in traditional lessons and at additional events, which makes this method a universal tool in pedagogical practice.

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[in the organization of the educational process of teaching Russian as a foreign language – the topic of a scientific article on the sciences of education read for free the text of the research work in the electronic library CyberLeninka \(cyberleninka.ru\)](#)(date of access: 06.11.2024).